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ABSTRACT

The problem in elementary social studies education is that it is one of the least-liked subjects. This has a devastating impact on social studies, a significant facet of the school curriculum. This bibliography reviews the research and the opinions and identifies the problems, the potential harm, the correlates, and reform attempts related to students' negative attitudes towards the subject. The document states the problem, and the purpose, organization, and limitations of the study; gives a glossary of social studies terms; and uses annotations of selected educational materials to support the problem, the potential harm, and the attempts at social studies reform. A summary with conclusions and recommendations is provided along with an additional bibliography. (KWL)

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AN ANNOTATED BIBLIOGRAPHY REGARDING THE CORRELATES OF STUDENTS' NEGATIVE ATTITUDES TOWARD THE SUBJECT OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL CURRICULUM

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INTRODUCTION

There is a problem in social studies education as taught in the elementary school. It is being named as one of the least-liked subjects by the students. "Most students in the United States, at all grade levels, find social studies to be one of the least interesting, most irrelevant subjects in the school curriculum." (Shaughnessy and Haladyna, 1985:694) Researchers have identified students' negative atttitude toward social studies. For example, sixty-seven percent of the fifth and sixth graders surveyed by Weible and Evans (1984) offered negative comments on social studies instruction. The majority of sixth and twelfth graders interviewed by Schug, Todd, and Berry (1984) found social studies to be boring, unimportant, and of little future significance.

There is potential harm in the students' negative attitudes toward the subject of social studies. Although attitude may be less significant than achievement, it is nevertheless an essential consideration for social studies educators. This consideration is important because "attitude can be causally related to achievement," (Shaughnessy and Haladyna, 1985:692) Measurement of attitudes is important because attitudes affect learning and future learning. (Haladyna and Thomas, 1979) Also, attitudes are communicated by students to others such as peers, parents, and the public. The general public does not

appreciate or understand the value of social studies education. (SPAN Consultants and Staff, 1982b) Negative attitudes can result in a lack of support, resources, and funding for social studies.

The harm is significant because social studies is an important subject in the elementary school curriculum. Social studies is the means whereby students are developed as responsible participants in a democratic society. (Lemlech, 1982) In order to accomplish this purpose social studies needs to be interesting and exciting to the students. Otherwise, the citizens of tomorrow will be unprepared for life in a complex, interdependent, pluralistic society. "It is apparent that if social studies is perceived by young people as not being valuable, then learning social studies will be adversely affected." (Schug et al. 1984:382) It follows that if the learning of social studies is adversely affected, then society is adversely affected by the negative attitude.

In order for this study to be useful to social studies educators, it is necessary to identify the possible correlates of the students' negative attitudes. When the correlates are identified, educators can begin to make effective changes in social studies instruction so as to improve students' attitudes. Researchers have attempted to identify classroom variables that can be manipulated in order to produce positive attitudes. Possible correlates exist in four different areas: the teacher, the learner, the instructional practices, and the

textbook. The teacher is the most frequently mentioned correlate. "The teacher is the key to attitude." (Shaughnessy and Haladyna, 1985:695) After all, the teacher is in charge of the learning process in the classroom. The characteristics of the learners are also mentioned as possible correlates. One learner variable that is suggested is the gender of the student. Disagreement exists on exactly how gender is correlated to attitude. Three other learner variables that are correlated to attitude are fatalism, self-confidence, and relevance of the subject matter. (Haladyna, Shaughnessy, and Redsun, 1982a, 1982b)

When the researchers question students about their likes and dislikes in the social studies, students frequently mention instructional practices in a negative way. Students do not find social studies content as objectionable as they find social studies instruction. (Weible and Evans, 1984) A lack of variety in instructional methods exists. Teachers rely on the textbooks as their dominant instructional tool. "The textbook is the primary basis for instruction." (Herlihy and Strahan, 1984:466) Social studies textbooks have been analyzed and critiqued by experts. Weaknesses are noted in many of those textbooks now being used as the primary means for instruction. Research shows that the technical quality of the social studies textbooks is high but the content, presentation, scope and sequence are "seriously problematic, belying claims that social studies

can be adequately taught through textbooks alone." (Woodward, Elliot, and Carter Nagel, 1986:51)

The social studies curriculum has remained basically unchanged since 1916. (Haas, 1986) Only a few major reforms have been attempted. Two reform attempts that require scrutiny are the New Social Studies movement of the sixties and early seventies and the back-to-basics movement of the late seventies and early eighties. The reform movements need to be analyzed to identify characteristics that would be useful in producing a positive attitude toward social studies.

STATEMENT OF THE PROBLEM

Social studies educators should be aware of the existence of a negative attitude on the part of elementary school students toward the social studies, its harm, the correlates of this atttitude, and the factors required to make effective changes in order to improve the negative attitude.

PURPOSE OF THE STUDY

It was the purpose of this study to review the studies, research, and opinions of experts in identifying the problems, the harm, the correlates, and the attempts at

reform that were related to students' negative attitudes toward social studies in the elementary school. It was desired that educators might use the research presented here to begin to make effective changes in social studies instruction so as to improve students' attitudes.

ORGANIZATION OF THE STUDY

The first section of this study establishes the problem as the existence of the students' negative attitude toward the subject of social studies. The second section explains the harm related to students' negative attitudes. The third division identifies correlates and includes general correlates, student correlates, teacher correlates, and correlates related to instructional practices, textbooks, and textbook comprehension. The final section deals mainly with attempts to reform social studies. The problem, the harm, the correlates, and reform attempts are all closely related so there is much overlap in the divisions of the study.

LIMITATIONS OF THE STUDY

Research was abundant in the use and evaluation of textbooks. However, research was sketchy and inconclusive in the areas of learner variables, teacher correlates, and the back-to-basics. Time also limited the extent in which the topic could be researched.

GLOSSARY

attitude - "A feeling, emotion, or mental position with a regard to a fact or state." (Webster's 1981:72)

back-to-basics- "A counter movement to the New Social Studies which placed an emphasis for the social studies curriculum on five areas: reading skill development; American history, heritage and tradition; geography, map and globe skills; American government, civics, and citizenship; and inculcation of traditional values, attitudes, and beliefs." (Birchell and Taylor 1986:80)

conservative cultural continuity - "...a loose assortment of ideas, topics, practices, ceremonies, and the like, strung together in convenient arrangements, and seeking justification from a myopic and strained vision of the nature and history of the social sciences." (Haas 1986:63)

considerate text - "...clear and straightforward, enabling the reader to gather information efficiently, with minimal cognitive effort." (Kantor, Anderson, and Armbruster 1983:62)

correlate - "a phenomenon that accompanies another phenomenon... and is related in some way to it." (Webster's 1981:253)

CSME - Center for Mathematics and Science Education

curvilinear correlation - "a correlation in which the relationship between two variables can be expressed only by a curved line." (Good 1973:142)

de facto authority - "... the ability to get... a teacher's... authority claims accepted by...students... and the ability to effect actions, independent of the presupposition that the actions are justified." (Common 1985:27-28)

de jure authority - "... acknowledgement that a teacher has the right to be in the classroom... and a position of authority that is justified in some way." (Common 1985:27)

EPIE - Educational Products Information Exchange

epistemic authority - "An authority on the subject matter of social studies." (Common 1985:35)

fatalism - "A belief in or attitude... that ... events are fixed in such a manner that human beings are powerless to change them." (Webster's 1981:413)

HOAG - House of Ancient Greece

IAAS - Inventory of Affective Aspects of Schooling

inconsiderate text - "... requires the reader to expend extra cognitive effort in order to compensate for the author's failure to be cooperative and considerate." (Kantor, Anderson, and Armbruster 1983:62)

instructional objectives- "A definitive learning specification in behavioral terms; it states exactly what the

student should be able to do after having received the instruction." (Good 1973:393)

integration approach - "Relating basic skill instruction in a logical and systematic manner into the orderly development of content." (Lemlech 1982:244)

learning environment - "The settings and conditions that create an atmosphere for learning." (Good 1973:214)

MACOS - Man: A Course of Study

NAEP - National Assessment of Educational Progress

NCSS - National Council for the Social Studies

NSS - New Social Studies

New Social Studies - "A dual movement, which encompassed a blend of curriculum approaches; a social science orientation, and a ... social studies perspective." (Haas 1986:62)

NSF - National Science Foundation

process-oriented curricula- "... emphasizes the development of highly generalizable thinking and feeling skills." (Cole and Lacefield 1980:6)

readability formula - "A technique for determining the difficulty of reading materials, generally taking into account vocabulary and sentence length." (Good 1973:471)

self-confidence - "Confidence in oneself and in one's power and abilities." (Webster's 1981:1040)

self-directed learning styles - "A method of teaching in which students individually or in groups accept an assignment to gather and integrate data relative to some problem and are then free to fulfill the requirements independently of the teacher." (Good 1973:451)

social science - "The branch of knowledge that deals with human society or its characteristic elements, as family, state, or race, and with the relations and institutions involved in man's existence and well-being as a member of an organized community." (Good 1973:518)

social studies - "those portions of the subject matter of the social sciences, particularly history, economics, political science, sociology, and geography, which are regarded as suitable for study in elementary and secondary schools and are developed into courses of study, whether integrated or not, and of which both the subject matter and the aims are predominantly social." (Good 1973:541)

SPAN - Social Studies Priorities, Practices, and Needs

SSEC - Social Science Education Consortium

variable - "Any trait that changes from one case or condition to another," (Good 1973:638)

ANNOTATIONS

THE PROBLEM

Borton, Terry, Ed., The Weekly Reader National Survey on Education, Middletown, Connecticut: Field Publications, 1985.

This readership survey was conducted in the fall of 1985. More than 600,000 students responded to the survey. A sample of more than 90,000 was then randomly selected from the students' surveys to span grades two through nine. A majority of the students (84,058) was from the elementary grades. Students' attitudes were assessed in four areas: schooling, curriculum, problems, and reforms. Only eleven percent of the students in grades four through six chose social studies as their favorite subject. Social studies was also the subject in which the smallest percentage of students thought they did their best work. These patterns were very similar to those in the other grades included in the survey. Thirty-one percent of students in grades four through six indicated that they would like more help with social studies as compared to any other subject. In grades seven through nine students were about evenly divided between those who wanted more help with the subjects of math, science, and social studies.

Haladyna, Tom, and Thomas, Greg, "The Attitudes of Elementary School Children toward School and Subject Matters," Journal of Experimental Education, 48:18-23, 1979.

The study was designed by Haladyna and Thomas to determine the attitudes of elementary school students toward school and seven subject matter areas as a function of grade level and sex of the student. More than 3,000 students and teachers of elementary and junior high schools participated in the study. Each participant completed a non-verbal attitude inventory. Results indicated a sizable decline in attitudes toward school as a function of grade level. However, the authors noted that "this attitude toward school does not seem to carry over to specific subject matters." (p. 20) Social studies was named the least-popular subject and art was named the most-popular subject. A sizable decline in attitudes between grade six and grades seven through eight was noted in most subjects. Predictable boy-girl differences were noted in other subject matters but not in social studies. No differences existed in social studies, as most students, regardless of sex, gave low ratings to the subject.

Schug, Mark C.; Todd, Robert J,; and Berry, R., "Why Kids Don't Like Social Studies," Social Education, 48:382-387, May, 1984.

Schug et al. investigated student attitudes regarding certain aspects of the social studies curriculum. Their study was limited to interviews of forty-six students: twenty-three sixth graders and twenty-three twelfth graders. The majority of students questioned found social studies to be boring, not very important, and of little future significance. The authors suggested that these student attitudes can be attributed to the failure of "social educators to effectively communicate the importance of social studies to young people." (p. 387) They recommended that more active learning experiences and a greater variety of teaching methods be offered to students as ways to improve social studies instruction and students' attitudes.

Shaughnessy, Joan M., and Haladyna, Tom, "Research on Student Attitude toward Social Studies," Social Education, 49:692-695, November/December, 1985.

Shaughnessy and Haladyna reported the research findings on the status of social studies in the elementary and secondary grades. They also reviewed studies that examined the possible causes of students' negative attitudes toward the subject of social studies. They concluded that most students believed "social studies to be one of the least interesting, most irrelevant subjects in the school curriculum." (p. 694) Those few studies that have been done on the possible causes of the students' negative attitude revealed that teachers themselves were instrumental in determining students' attitudes toward a subject. The authors' conclusion stated that the attitude toward social studies will improve when the teachers and the learning environment improve.

SPAN Consultants and Staff, "Six Problems for Social Studies in the 1980's," in The Future of Social Studies: A Report and Summary of Project SPAN, pp. 23-44, Project SPAN staff and Consultants, Social Science Education Consortium, Inc., Boulder, Colorado, 1982b.

In a broad overview of the state of social studies, Project SPAN identified six major problem areas. Problem areas were: (1) Many students left school without the knowledge, skills, and attitudes that were expected outcomes of social studies education. Students did not like social studies and they did not believe that the subject was important. (2) The teachers of social studies were spending time and energy on non-instructional tasks such as discipline, control, and administration. (3) The subject as being taught lacked a variety of instructional and evaluative methods. The subject as being taught was not applying current educational research to the social studies classroom. (4) Social studies curriculum emphasized specific facts and broad generalizations rather than higher level thinking skills, concepts, issues, values, attitudes, and effective participation. (5) There was disagreement on goals and objectives among the educators themselves. A lack of effective interaction among the social studies educators was also noted. (6) The negative attitude toward social studies existed among adults as well as students. In retrospect, adults did not consider social studies to be particularly useful in their lives. In conclusion, the SPAN consultants and staff pointed out that there was potential for improvement. They located various social studies curricular programs scattered throughout the country that were effective and vital.

Patrick, John J., "Junior High School Students' Learning in Social Studies," in Working Papers from Project SPAN, pp. 29-34, Project SPAN Staff and Consultants, Social Science Education Consortium, Inc., Boulder, Colorado, 1982.

Patrick stated that students' negative attitudes toward social studies can be related to achievement. "Both common sense and research suggest that lack of interest impedes learning." (p. 29) He then referred to the NAEP (1976, 1978a, 1978b) research which indicated that junior high students were uninformed in the areas of civics, history, geography, and economics. This lack of knowledge can be attributed to a lack of exposure to certain topics, poor teaching, poor instructional materials, and inadequate learning environments. The author noted the need for more research in the area of learner variables and student achievement.

Richards, Herbert C.; Gaver, Donna; and Golicz, Heidi, "Academically Unpredictable School Children: Their Attitudes toward School Subjects," Journal of Educational Research, 77:273-276, May/June, 1984.

"Whenever school work fails to challenge a child's capability or capture a child's interest the likely outcome is a dislike for what is being taught." (p. 273) The authors hypothesized that children who achieved below predicted standardized test scores would also evidence poor attitudes toward core subjects. Forty-three fourth graders participated in the study. Results were: (1) Attitudes toward school subjects were linked to discrepancies between predicted and actual school achievement, but the relationship was curvilinear. (2) Extreme overachievers, as well as underachievers, have poorer attitudes toward school subjects than their more accurately predicted counterparts.

Mehlinger, Howard, "The NAEP Report on Changes in Political Knowledge and Attitudes 1969-76," Phi Delta Kappan, 59:676-678, June, 1978.

Mehlinger discussed the facts, allocated blame and credit, and summarized steps already being taken by concerned educators to address the problems in American citizen education as brought forth by the NAEP report. Data revealed that American youth had suffered losses in their knowledge of the political processes, comprehension of the meaning of democracy, commitment to the fundamental principles underlying the American political system, concern for and knowledge of international affairs. Blame can be somewhat attributed to parent attitudes, the influences of the mass media, and the schools. The author stated that reform in citizen education required "movement across a broad front." (p. 677) He referred to the recommendations of organizations that were headed in the right direction to initiate citizen education reform.

Susskind, Jacob L., "Social Studies in the Elementary School," The Social Studies, 75:252-253, November/December, 1984.

Susskind suggested that the social studies on the elementary level was in trouble. After direct observation of classrooms in different elementary schools he noted that minimal time was being used for social studies instruction. He also indicated that teachers of elementary social studies avoided controversial topics and current events. In his opinion social studies education needed to be more considerate of students' attitudes.

Shaver, James P.; Davis, O.L.; and Helburn, Suzanne, W., "The Status of Social Studies Education: Impressions from Three NSF Studies," Social Education, 43:150-153, February, 1979.

Shaver et al. summarized the findings of three different studies which were commissioned in 1976 by the National Science Foundation Education Directorate. One study was a national survey of teachers and administrators. The study contained questions on courses, textbooks, and materials being used. The second study was a twenty-year review of the research on trends in instruction, the effectiveness of different instructional methods, and the needs of social studies education. The third study used a case study/field observer investigation of the subjects of math, science, and social studies. The following were the highlights: (1) The teacher was the key to what social studies was for the students. (2) The New Social Studies materials of the sixties and seventies were not being used in the classrooms. (3) The textbook was the dominant instructional tool. (4) History, geography, and government comprised most of the social studies curriculum. (5) Teacher-controlled recitation and lecture represented the dominant mode of instruction. (6) Student learning was information-oriented. Inquiry learning and experience-based curricula were rare. (7) The teachers tended to rely on the use of external devices for motivation. (8) Students generally found social studies content and modes of instruction uninteresting. (9) Social studies curriculum rarely contained affective objectives.

Haladyna, Tom; Shaughnessy, Joan M.; and Redsun, Al, "Correlates of Attitudes toward Social Studies," Theory and Research in Social Education, 10:1-26, Spring, 1982a.

Haladyna et al.conducted a study to determine which student, teacher, and learning environment characteristics correlated with students' attitudes toward social studies. A random sample of 1,758 students and teachers of grades four, seven, and nine was drawn from a variety of school districts in the state of Oregon. Test administrators, trained in the use of IAAS, visited classrooms and administered the instrument to students while the teachers were asked to leave the room. Teachers completed a different questionnaire. The results were then collected and analyzed. The researchers identified three student variables which demonstrated strong correlations with social studies attitude. These were fatalism, self-confidence, and the importance of the subject matter. High self-confidence, high feelings of subject matter importance, and a low degree of fatalism were found in the classes with the more positive attitude. All three variables were judged to be highly interrelated and when combined with attitude were "part of a complex motivation factor which is important in determining progress in academic achievement." (p. 22) The researchers suggested more research where the variables would be intentionally manipulated so as to effect more positive attitudes toward social studies. The authors concluded that further research and future programs be designed to change teachers and teacher behavior that affected students, the learning environment and attitudes toward the subject of social studies.

Haladyna, Tom; Shaughnessy, Joan; and Redsun, Al, "Relations of Student, Teacher, and Learning Environment Variables to Attitudes toward Social Studies," Journal of Social Studies Research, 6:36-44, Summer, 1982b.

The authors explored the following research questions: (1) To what extent were student, teacher, and learning environment variables related to attitudes toward social studies as a school subject? (2) Were differences in attitudes a function of gender? (3) Which set of variables seemed most highly related to attitudes toward social studies as a school subject? A representative sample of 1,700 students from grades four, seven, and nine were administered the IAAS. The data were analyzed in two ways and the results were then discussed. Self-confidence, fatalism, and the importance of social studies were found to be highly related to social studies attitudes. Sex differences were most evident in the ninth grade and fatalism was more influential with ninth grade girls than with ninth grade boys. Self-confidence and importance of social studies were more strongly associated with attitudes among boys as compared to girls. The teacher quality variable was highly related to social studies atttitudes at all grade levels for both boys and girls. The variables of satisfaction with school class, enjoyment of classmates, and class environment were consistently highly related to social studies attitudes. The eleven variables analyzed in the management-organization portion of the study exhibited the lowest correlations and were judged to be only minor in significance.

Wiley, Karen B., The Status of Pre-College Science, Mathematics, and Social Science Education: 1955-1975, vol. 3, Social Science Education Consortium, Inc., Boulder, Colorado, 1977.

A survey was contracted by the NSF in the spring of 1976 with the CSME at Ohio State University and subcontracted with the SSEC in Boulder, Colorado. The survey was conducted in order to identify the needs and practices in pre-college science, mathematics, and social science education for the period 1955-1975. Exhaustive, systematic searches were conducted on eight data bases. The total pool of documents cited in the report numbered in excess of one thousand. The report was organized into summaries of literature on the state of social studies practices, the needs in social studies education, and the New Social Studies. Summary observations were listed at various points throughout the report. The review of the literature produced in the twenty years from 1955-1975 revealed many studies and much information about social studies curriculum materials and the content of those materials. The literature was found to be lacking in the areas of actual classroom instructional practices, the state of social studies teacher education programs, and the learner variables: attitude, interest, ability, and socioeconomic background. The review contained an abundance of information about the NSS movement.

STUDENT CORRELATES

McTeer, J. Hugh; Blanton, F. Lamar; and Lee, H. Wayne, "The Relationship of Selected Variable to Student Interest in Social Studies in Comparison with Other Academic Areas," The Journal of Educational Research, 68:238-240, January, 1975.

An attitudinal scale was administered to one hundred students from grades nine, ten, and eleven in a high school in Cedartown, Georgia. This scale was used to compare secondary students who expressed high social studies and low English interest with students who expressed high English and low social studies interest. Studies were also conducted involving the combinations of social studies-math and social studies-science. The groups were paired in order to compare their relative standing with respect to the variables of intelligence quotient, reading ability, grade point average, educational level of mothers and fathers, and sex. Findings were: (1) Boys expressed higher interest in social studies than in English and girls expressed the opposite interest. (2) Girls expressed higher interest in social studies than science and boys expressed the opposite. (3) Mothers of students who expressed high social studies interest but low math interest had higher educational levels than did mothers of students expressing the opposite interest.

McTeer, J. Hugh, "The Relationship Sex To Students' Interest in Social Studies," The Social Studies, 66:167-168, July/August, 1975.

McTeer conducted four studies in which he examined the relationship between interest in social studies and the sex of the student. Studies were done in three high schools and one elementary school to determine whether the trends identified in the high schools held true at the upper-elementary level. More than 2,700 students were asked to complete a part of the Purdue Master Attitude Scale. After analyzing the results of the four studies, McTeer found that boys definitely had a greater interest in social studies than girls. He hypothesized that this relationship could be partly explained by the "fact that the content of social studies curriculum is largely male-oriented." (p. 168)

TEACHER CORRELATES

Eslinger, Mary Vann, and Superka, Douglas P., "Social Studies Teachers," in The Current State of Social Studies: A Report of Project SPAN, pp. 159-204, Project SPAN Staff and Consultants, Social Science Education Consortium, Inc., Boulder, Colorado, 1982.

The authors cited research that confirmed the teacher was the key to what took place in the social studies classroom. Other studies were cited that demonstrated that textbooks were also instrumental in determining what took place in the social studies classroom. The research indicated that the majority of the elementary social studies teachers were female while the majority of the secondary teachers of the subject were male. The elementary teachers who participated in the studies said they felt more qualified to teach reading and math than science and social studies. Social studies teachers were not found to be very active in their professional associations but the same teachers stated that they valued other teachers as a source of information. The social studies teachers saw their goals as the socialization and the preparation of students for the future. The major problems listed by the elementary teachers surveyed were a lack of materials and a lack of time for planning. The authors added that diversity and a degree of freedom in the classroom still existed among the teachers of social studies.

Common, Dianne, L., "Teacher Authority in the Social Studies Classroom: Erosion of a Barren Ground," Theory and Research in Social Education, 12:25-38, Winter, 1985.

Common believed that social studies teachers and the social studies curriculum were at the center of the "malaise...concerning the unhappy state of social studies," (pp. 25-26) She referred to Barth's research (1982) which concluded that most of what social studies classroom teachers did was unsatisfactory. Part of the problem, as Common saw it, was related to the failure of reformers in the seventies to implement curriculum in the classroom which would have made social studies "more relevant, significant, exciting, useful, and enjoyable." (p. 26) In order to reform the teaching of social studies the notion of teacher authority in the classroom must be addressed by reformers. Common defined teacher authority as either "de jure" authority or "de facto" authority. The author concluded that teachers have been granted "de jure" authority by institutional policies and procedures, social and personal values, and the social studies curriculum guide. On the other hand, teachers have not earned "de facto" authority from their students. Common ended with the conclusion that "de facto" authority will be granted when the teachers have epistemic authority.

Superka, Douglas, P., "Money, Mandates, and Managers," in Working Papers from Project SPAN, pp. 51-57, Project SPAN Consultants, Social Science Education Consortium, Inc., Boulder, colorado, 1982.

Superka began with the statement that in the seventies federal funds were used to develop new social studies materials referred to as the New Social Studies (NSS). The NSS stressed the social sciences and the inquiry approach to learning. Superka quoted two studies (Fetsko, 1979 and FitzGerald, 1979) that generally agreed that the social studies curriculum had been affected by the NSS. Although small percentages of schools were found to be actually using NSS, the social studies textbooks being used drew from NSS concepts and incorporated certain aspects of the inquiry approach. The author noted other possible influences on the principals, curriculum supervisors, and state supervisors. He concluded that "the teacher, along with the curriculum materials he or she employs, is the most powerful influence on a school's social studies program." (pp. 56-57) Despite federal programs, state guidelines, district guidelines, and supervisors, it was the teachers who made the decisions about what happened in the social studies classrooms.

CORRELATES RELATED TO INSTRUCTIONAL PRACTICES

Fancett, Verna S., and Hawke, Sharryl D., "Instructional Practices in Social Studies," in The Current State of Social Studies: A Report of Project SPAN, pp. 207-262, Project SPAN Staff and Consultants, Social Science Education Consortium, Inc., Boulder, Colorado, 1982.

After a review of the recent research the authors stated that most social studies instruction was done in large-group sessions conducted by one teacher. Research also showed that teacher time was used not only for instruction but for administrative tasks, discipline, and preparation. Textbooks, worksheets, and films were the most commonly used instructional materials. Lecture, recitation, and assignments were the most frequently used activities. The research did not find evidence of a plethora of innovative practices. Evaluation was most frequently accomplished by tests, recitation, and homework assignments. The authors also noted that teachers relied on the wishes and expectations of the school administration and the community for their decision-making on instructional practices. The general public tended to regard innovation and change with distrust according to the authors.

Weible, Tom, and Evans, Charles S., "Elementary Students' Perceptions of Social Studies," The Social Studies, 75:244-247, November/December, 1984.

Weible and Evans conducted a survey of 867 students in grades five and six from rural and urban schools. They used an open-ended questionnaire that required written responses. The limitations of the study included a lack of structure in guiding students' responses, possibility that students' responses might be based on their perception of what is socially desirable, and lack of time and/or thought given to responses. The student responses revealed that students did not find the social studies content as objectionable as they found social studies instruction. Sixty-seven percent of those surveyed offered negative comments on instruction. On the other hand, thirteen percent indicated that there was nothing they disliked about social studies. The authors did not make any recommendations but they suggested further research.

McTeer, J. Hugh, "Student Interest in Social Studies Content and Methodology," Resources in Education, 12:144, October, 1977. ED 139 712

This study measured student attitude toward certain areas of social studies content and certain methods of instruction. The 391 students who participated in the study represented a blend of both rural and urban residents of Georgia. The students were randomly chosen from the seventh, tenth, and eleventh grades of a high school. Two rating scales were developed from responses to an open-ended questionnaire. The two rating scales were then administered to the students and the responses were analyzed by McTeer. The author concluded that students, in terms of content, preferred social geography, social history, current events, and culturally-oriented areas of social studies. Students, in terms of methods, preferred discussion-type classes, films and filmstrips, interesting and readable textbooks, and no homework. McTeer also offered the opinion that educators should not make curriculum and methods decisions based solely on student preferences, but student preferences should be considered.

CORRELATES RELATED TO TEXTBOOKS

Patrick, John J., and Hawke, Sharryl D., "Social Studies Curriculum Materials," in The Current State of Social Studies: A Report of Project SPAN, pp. 105-156, Project SPAN Staff and Consultants, Social Science Education Consortium, Inc., Boulder, Colorado, 1982.

The authors began with the statement that "curriculum materials, especially basal textbooks, are the foundation of instruction and learning in most social studies classrooms." (p. 106) They then quoted studies that concluded that seventy-five to ninety percent of the social studies class time involved the use of textbooks. Another set of studies concluded that social studies textbooks tended to be conventional in nature with the stress on non-controversial topics. Other researchers found that the processes of development and selection of curriculum materials for social studies were multi-leveled, slow, careful and conservative. The product of these processes was one that was least-likely to upset the status quo or offend any particular interest group. The authors concluded that radical changes in curriculum materials were unlikely.

Woodward, Arthur; Elliott, David L.; and Carter Nagel, Kathleen, "Beyond Textbooks in Elementary Social Studies," Social Education, 50:50-53, January, 1986.

"As much as ninety percent of classroom instructional time is structured by instructional materials, especially the textbooks." (p. 51) Woodward et al. asserted that the consequence of an over-reliance on textbooks by the classroom teacher was poor instruction which resulted in students' negative attitudes. In their studies (1984, 1985) the authors found that units within the current social studies series were loosely connected, broad in coverage, and shallow in depth. This "disconnected and superficial treatment left students confused and unenlightened." (p. 51) The authors concluded that social studies can be important and exciting to the students if a variety of carefully selected materials can be closely related to the teacher's instructional goals for each class.

Hall, Barbara, "EPIE Critiques Elementary-Level Social Studies Textbooks," The Social Studies, 76:205-206, September/October, 1985.

"The EPIE is serving notice that elementary-level social studies textbooks are not good enough." (p. 205) The EPIE Institute critiqued ten elementary social studies textbook series in 1984. The criticisms of those books were: (1) There was inadequate progression in the textbooks within a grade level and from grade-to-grade. (2) Information about the United States dominated the textbooks. (3) Most textbooks stressed factual recall. (4) Topics were given superficial treatment. (5) Women and some minorities were not fairly portrayed. (6) Quantitative skills were stressed. (7) Controversial issues were ignored or treated briefly. Based on their findings the EPIE recommended the following: (1) Matter in social studies textbooks would be better developed by educators. (2) Published materials that were more attuned to local needs and interests should be developed as an alternative resource to textbooks. (3) Publishers should make a concerted effort to balance treatment of national issues with treatment of international and cross-cultural issues. (4) Textbooks should be piloted by publishers to obtain student responses to the textbook before the final product is published. (5) Students should be allowed to explore a range of issues by examining good supplementary materials, printed and nonprinted.

Kantor, Robert N.; Anderson, Thomas H.; and Armbruster, Bonnie B., "How Inconsiderate are Children's Textbooks?" Journal of Curriculum Studies, 15:61-72, January, 1983.

Kantor et al. hypothesized that the elementary school student was asked to read many pages of inconsiderate text. Effects of student exposure to inconsiderate text were discussed. The authors believed that students' abilities to read and comprehend text as well as student attitudes were adversely affected by an inconsiderate text. The students ability to gain knowledge in the content area at the elementary level was judged not to be adversely affected if the text was not used as the primary learning vehicle. Kantor et al. concluded with the recommendation that teachers should "look beyond standard selection criteria such as content coverage, instructional objectives, and readability levels as determined by formulas" when selecting textbooks. (p. 72)

Tyson-Bernstein, Harriet, and Woodward, Arthur, "The Great Textbook Machine and Prospects for Reform," Social Education, 50:41-45, January, 1986.

Tyson-Bernstein and Woodward believed that the procedures by which elementary and secondary textbooks were bought and sold had become too complex. The efforts to produce high-quality social studies textbooks in the decade of the seventies had been particularly retarded by a complex "textbook machine." Social studies textbook reform could happen only when the following occurred: (1) There could be a national consensus on structural changes in the process of bid specification and textbook adoption. (2) Social studies could be defined as a curriculum adaptable to a pluralistic society. (3) The social studies could be the ideal testing ground for a change in textbook dependency. (4) The NCSS could intensify its efforts to define social studies and explore the validity and reliability of various approaches to subjects within the social studies. (5) The structures of textbook adoption committees could be opened up to more expertise.

CORRELATES RELATED TO TEXTBOOK COMPREHENSION

Reyes, Donald J., and Smith, Richard B.,"The Role of Concept Learning in Social Studies Textbook Comprehension: A Brief Analysis," The Social Studies, 74:85-88, March/April, 1983.

Reyes and Smith summarized a number of research studies which were devoted to the contrast between readability formulas and comprehension. The authors pointed out that teachers "tend to rely on readability formulas to assuage their concerns over the potential comprehensibility of the text." (p. 85) But, the authors noted, elements included within readability formulas were not the same elements included in comprehension difficulties experienced by the students sampled. When left alone to comprehend social studies concepts that were loaded in textbooks, students encountered a great deal of difficulty in understanding what they had read. Reyes and Smith concluded that students would only be able to comprehend social science concepts when those concepts were presented with benefit of systematic instruction developed over time by the teacher.

Turner, Thomas, N., "Making the Social Studies Textbook a More Effective Tool for Less Able Readers," in Improving the Use of Social Studies Textbooks, pp. 21-26, edited by William E. Patton, National Council for the Social Studies, Washington, D.C., 1980.

Turner identified five ways that teachers of social studies used textbooks in elementary school classrooms. He stated that many students "lacked the reading skills to make effective use of their social studies textbooks...and this would set off a chain reaction of frustration, dislike for social studies, and negative learning." (p. 22) Seven reading difficulties encountered by social studies students were: (1) Students did not have the necessary reading and writing vocabulary. (2) Children did not understand the questions. (3) Students lacked paraphrasing skills. (4) Children did not have the skills to read tables, maps, charts, map scales, and symbols. (5) Students had insufficient skills for using glossaries, indexes, tables of contents, and appendixes. (6) Students read slowly or always at the same rates. (7) Children had trouble concentrating or reading and were easily distracted. Turner then discussed ways in which teachers of social studies could overcome the reading difficulties experienced by students. He concluded that textbooks could be used in a variety of effective ways when social studies teachers recognized the inherent reading difficulties of the textbooks and eliminated the reading difficulties through the use of careful planning.

SPAN Consultants and Staff, "Desired States for Social Studies," in The Future of Social Studies: A Report and Summary of Project SPAN, pp. 47-61, Social Science Education Consortium, Inc., Boulder, Colorado, 1982a.

In this article the SPAN consultants and staff specified achievable goals for the future of social studies education. There were six goals listed to parallel the six problem areas outlined by SPAN consultants and staff. The goals were: (1) Students will be active, enthusiastic, and successful in learning social studies. (2) Schools will develop a culture and organization that uses the same principles of critical thinking, participation, and citizenship as those stressed in social studies education. (3) Social studies teachers will use a variety of instructional practices, materials, and evaluative practices. (4) Social studies curriculum will vary from community to community but major goals will include knowledge of social studies, critical thinking skills, values, and social participation. (5) Members of the social studies profession will communicate and interact to reach an agreement on major goals. (6) The community will support social studies programs with an awareness of the importance of social studies, an involvement in citizenship activities, and an awareness of and tolerance for issues.

Cole, Henry P., and Lacefield, Warren E., "MACOS: Its Empirical Effects Versus Its Critics," Resources in Education, 16:543, September, 1980 ED 194 397

The authors compared MACOS and HOAG, two process-oriented curricula, with conventional social studies curricula. Eight performance and attitudinal measures were administered to teachers and students from 242 classrooms which were randomly selected from across the country. The results of the study showed that the students in experimental classrooms demonstrated more active and self-directed learning styles, more positive attitudes toward social studies, and more enthusiasm for social studies than students in conventional classrooms. Teachers in the experimental classrooms were found to exact more intrinsic motivation from their students. The authors concluded that MACOS and HOAG were quality programs.

Cort, H. Russell, Jr., and Peskowitz, Nancy, "A Longitudinal Study of Man: A Course of Study. Summary Report," Resources in Education, 13:142, July, 1978. ED 139 712

The authors summarized a two-year longitudinal study of elementary school social studies curricula in which they compared MACOS with other social studies programs. The authors' purposes were to analyze what and how MACOS students learned and retained information with what they might have learned and retained in other social studies courses. The sample consisted of fifty-seven MACOS classes and fifty-one comparison classes. All classes were comprised of students from the fifth and sixth grades of fifteen different school districts in eleven states. Results obtained were: (1) All students learned most about the content of whatever curriculum they studied. (2) MACOS classes and control classes did not significantly differ in attitudes toward the cultures they studies. (3) MACOS was interesting to a large number and variety of students and teachers. (4) MACOS was more effective with sixth grade students than with fifth grade students. (5) MACOS was generally equal to the other social studies courses in developing inquiry skills and interest in open-ended problem solving.

Haas, John D., "Is the Social Studies Curriculum Impervious to Change?" The Social Studies, 77:61-65, March/April, 1986.

Haas discussed the NSS as a dual movement which blended a social science orientation with a social studies perspective based on citizenship. The NSS was to replace the social studies curriculum which had been intact in the United States since 1916. The NSS movement produced a variety of new textbooks and curriculum materials that utilized a mixture of teaching styles and methods. Haas noted that very little was done to disseminate, implement, or train teachers to use the NSS. By the late seventies the NSS textbooks and materials were found to be disappearing. There was a back-to-basics movement beginning. Haas theorized that the lack of significant change in the subject of social studies was because of Conservative Cultural Continuity (CCC). CCC was the combined societal and educational drive to socialize the young to the culture. It was powerful and it was supported by parents, students, the general public, and some social studies teachers. It was satisfied with the past and the status quo. According to Haas, another reason for the lack of change in the social studies curriculum was the fact that national commissions had less power and were easily ignored. A related factor was that schools and school districts were organized in such a way that it was difficult for anyone at any level to effect innovation. Another factor hindering change was the reliance on certain instructional methods such as textbooks, reading, answering questions, worksheets, teacher-made tests, and recitation. A related factor was the isolation of social studies teachers from other teachers and school personnel. Haas ended when he answered a qualified yes to the question: Is the social studies curriculum impervious to change? The qualification was added because he had noted quasi-reforms such as the use of audio-visual equipment.

Shannon, Patrick, "Some Subjective Reasons for Teachers' Reliance on Commercial Reading Materials," The Reading Teacher, 8:884-889, May, 1982.

A forced-choice questionnaire was administered by Shannon to 539 classroom teachers, twenty-six reading teachers, and twenty-six building administrators. Participants were also asked to write the reason they chose each answer. Five percent of each group participated in follow-up interviews to check the validity of the written responses. Hypotheses tested were: (1) Teachers were not involved with their reading instruction. (2) Teachers believed commercial materials could teach reading. (3) Teachers believed the materials embodied scientific truth. (4) Teachers thought they were fulfilling administrators' expectations in relying on the textbooks for instruction. Results indicated that each group of educators agreed moderately with all of the four hypotheses. The authors concluded that classroom teachers, in general, felt coerced into using commercial materials.

Engle, Shirley M., "Late Night Thoughts about New Social Studies," Social Education, 50:20-22, January, 1986.

Engle hypothesized that the intellectual rigor and questioning nature of the NSS was exactly what was necessary to prepare students for life in a democracy. Engle stated that the NSS was rejected for the following reasons: (1) Social studies teachers were not adequately prepared by their own schooling or by in-service training. (2) Social studies teachers tended to avoid content that might be controversial. (3) Social studies teachers generally feared any loss of control over the learning process. (4) Social studies teachers were not organized as a profession and were too timid to defend their freedom to teach issues. As Engle saw the situation, students had always been required to accept the content of their textbooks as truth, memorize that content, and answer trivial questions on quizzes and test. Social studies instruction had been easy, requiring no real scholarship on the part of the teachers. "Innovative materials fell on educationally deaf ears." (p. 22) Ignored were the facts that the world changes, controversy exists, democracy requires tolerance and social criticism. The author believed that the NSS was introducing excitement and challenge to social studies curriculum where "mindlessness and apathy had prevailed." (p. 22) Before the NSS could become popular and widespread, it was replaced.

Herlihy, John G., and Strahan, David B., "Social Studies Innovations -- A Decade Later," Social Education, 48:466-469, September/October, 1984.

Herlihy and Strahan defined NSS as being very different from the status quo in social studies education. They listed fourteen different rationales and expectations that they believed were essential to the NSS movement. The rationales and expectations included a child-centered approach, active learning, tolerance for ambiguity, a variety of learning materials and methods, a study of values, and social interaction skills. The study conducted by the authors included a questionnaire and anecedotal data from nineteen social studies teachers. Their purpose was to compare traditional, content-oriented teachers with experimental, process-oriented teachers. Results confirmed that the NSS programs, although not being used extensively, had some impact on social studies education. Sixty percent of the teachers surveyed demonstrated a student-centered approach, used a wider variety of materials, and used discussion sessions. The authors suggested more extensive classroom observations and additional research with a larger sample.

Lemlech, Johanna K., "Integration of Basic Skills: The Great Deception in Elementary Social Studies," The Social Studies, 73:244-246, November/December, 1982.

Lemlech pointed out that the integration of the basic skills into the social studies curriculum of the elementary school was not the answer to the problem that social studies was one of the least-liked subjects. In her opinion the integration approach subjected students to more of the same methods already in use in other disciplines. She inferred that learning was becoming counter productive and the students were bored and restless. The purpose of the social studies was defined as the development of responsible participants in a democratic society. In the author's opinion social education was a necessity and required its own specific objectives and direct instruction instead of integration with the basic skills of reading and writing. The author concluded with the statement that social studies should be regarded as one of the basics instead of an extra subject.

Birchell, Gregory R., and Taylor, Bob L., "Is Elementary Social Studies Curriculum Headed 'Back to the Basics'?" The Social Studies, 77:80-82, March/April, 1986.

The back-to-basics movement of the late seventies and early eighties followed the NSS movement. Eight elementary social studies basal textbooks published during 1969-1972 were compared with the same series published during 1979-1982. The comparison was made using five back-to-basics criteria. Ancedotal data and case studies were also recorded. The authors' findings were: (1) The 1979-1982 editions placed more emphasis on reading skill development, American history, map skills, geography, American government, civics, traditional values, testing, and factual recall than the 1969-1972 editions. (2) The back-to-basics did not receive equal treatment by each series in 1979-1982 editions. (3) Content and methods did not match exactly with the claims made by the publishers during either of the two time periods. (4) The 1979-1982 textbooks were simplified in terms of vocabulary, sentence structure, and concepts in order to reduce the readability levels, and changes were changes in emphasis rather than purges of concepts and methods. Birchell and Taylor added that "curriculum reflects the society it serves." (p. 82)

SUMMARY

There was a consensus among researchers that a negative attitude existed toward the subject of social studies in the elementary schools. Wiley (1977) discovered that low student interest in the subject of social studies existed and had remained unchanged in the decades of the sixties and the seventies. Haladyna and Thomas (1979) conducted a study to determine students' attitudes toward school and seven subject matter areas and found social studies to be the least-popular subject of the elementary and junior high school students surveyed. The students' negative attitude toward the subject area was not directly correlated to a negative attitude toward school in general according to Haladyna and Thomas.

Both research teams of Shaver, Davis, and Helburn (1979) and Schug, Todd, and Berry (1984) found that a majority of students questioned termed social studies to be uninteresting, unimportant, and insignificant. Shaughnessy and Haladyna (1985) concurred in their research findings on the status of social studies in the elementary grades. They also concluded that most students found social studies to be boring and irrevelant. The Weekly Reader National Survey on Education (1985) described social studies as the least-favorite subject of students surveyed in grades two through nine. Social studies was also the subject in which the greater percentage of students in grades four through six stated that they required additional assistance.

The research indicated that a significant harm existed because of the students' negative attitudes toward the social studies. Wiley found evidence for the statement that student interest and attitude toward social studies affected learning outcomes. The SPAN Consultants and Staff (1982b) reviewed the research and found that students were leaving schools without the social studies knowledge, skills, and attitudes necessary for adult life in a democracy. Not only did the students dislike social studies and doubt its importance, but the same lack of relevance was noted by the adults surveyed. Mehlinger (1978) indicated an overall decline in knowledge about government, understanding of political processes, comprehension of the meaning of democracy, and knowledge and concern for international affairs. Patrick (1982) related the lack of interest to a general decline in social studies achievement. Richards, Gaver, and Golicz (1984) correlated discrepancies between predicted and actual school achievement to the students' negative attitudes.

The SPAN Consultants and Staff (1982b) also found evidence of teachers spending less time on social studies instruction and more time on discipline, control, and administrative tasks. Susskind (1984) concurred after he observed in elementary schools and found there was minimal time used for social studies instruction. Lemlech (1982) agreed when she noted a decline in the status of social studies in the elementary school curriculum.

The research suggested some correlates for the students' negative attitudes toward the subject of social studies. The teacher was the key to what social studies was for the students according to Shaughnessy and Haladyna, Shaver et al. (1979), and Superka (1982). Their conclusion was supported by the research of Eslinger and Superka (1982) and Common (1985).

Eslinger and Superka profiled elementary social studies teachers and discovered that the majority were female, many believed that they were less qualified to teach social studies than other subjects, many were not active in professional organizations, and many stated their major goal as the socialization and preparation of students for the future. The same elementary teachers cited a lack of materials and a lack of planning time as two of the major problems they encountered.

Common believed that teacher authority in the classroom played a part in social studies instruction and students' attitudes. She indicated in her study that in order for the teachers to have authority in their social studies classrooms, they must first have subject matter authority.

Schug et al. (1984) pointed out that students' negative attitudes could be related to the failure of the social studies educators to effectively communicate the importance of the subject to their students. Haladyna, Shaughnessy, and

Redsun (1982b) found the teacher-quality variable to be highly related to students' social studies attitudes. In another study Shaughnessy and Haladyna stated that student attitudes would improve when the social studies teachers improved. Wiley concluded that social studies teachers played a part in determining students' attitudes and she observed that more specific research was necessary in this area.

Haladyna et al. (1982b) identified three groups of learner variables that correlated to students' attitudes. The learner variables were: self-confidence, fatalism, and importance of the subject matter. These same researchers found all three learner variables to be highly related to social studies attitudes. The authors strongly suggested further research in the area of learner variables.

McTeer, Blanton, and Lee (1975) found that boys expressed a higher interest in social studies than girls. These same researchers noted that students with the higher interest in social studies came from homes with mothers whose educational background was stronger than those with Iow interest in social studies. McTeer (1975) did further research that substantiated his earlier conclusion that boys expressed greater interest in social studies than girls. Haladyna and Thomas disagreed and reported research that concluded that no differences existed because most students, regardless of gender, gave low rating to social studies.

Wiley pointed out that students' negative attitudes were caused by students' belief that the subject was not relevant to their future occupations. Wiley, Patrick, and Haladyna et al. (1982a) stated that further research was needed in the area of learner variable as related to attitudes toward social studies.

Other research added that general instructional practices used in the social studies classroom were correlated to students' attitudes. Fancett and Hawke (1982) found that most social studies instruction was done in large group sessions conducted by one teacher with time also being used for discipline, administration, and preparation. This same study listed textbooks, worksheets, and films as the instructional materials used most frequently by classroom teachers. Weible and Evans (1984) agreed and described the instructional methods being used as more objectionable to students than the content.

Both Fancett and Hawke and Shaver et al. discovered that teacher-controlled recitation and lecture dominated the instructional time in the social studies classroom. They also found that teachers used more external motivation as compared to the use of intrinsic motivation.

Both Fancett and Hawke and Shannon (1982) stated that teachers relied on the administration and community for their decision-making power to select instructional practices.

Classroom teachers were found to be relying on textbooks for instruction because they thought they were fulfilling the expectations of the administrators and the community.

Fancett and Hawke also indicated that evaluation was accomplished most often by tests and homework assignments. McTeer (1977) added that students surveyed preferred instructional methods that incorporated discussions and films and excluded homework. Shaughnessy and Haladyna summarized their research and suggested that when instructional methods improved then the attitude of the students would improve.

The studies of several teams of researchers, Shaver et al., Fancett and Hawke, Patrick and Hawke (1982), and Woodward, Elliot, and Carter-Nagel (1986), named the textbook as the dominant instructional tool in the social studies classes. Woodward et al. (1986) and Hall (1985) analyzed the social studies textbooks and stated that the books were loosely connected, broad in coverage, and shallow in depth. Studies conducted by Patrick and Hawke as well as Hall found the social studies textbooks to be conventional and bland with an avoidance of the controversial. Hall added that information about the United States dominated, facts and qualitative skills were stressed, and minorities were not fairly portrayed in the textbooks reviewed. The research teams of Patrick and Hawke and Tyson-Bernstein and Woodward (1986) suggested that the entire process of development, selection, and

adoption of textbooks was too complicated and that it had become part of the problem in social studies education.

Kantor, Anderson, and Armbruster (1983) found that the students' ability to read and comprehend the social studies textbooks and to value the subject of social studies was hindered by inconsiderate texts. Reyes and Smith (1983) added that readability formulas should not be used as the primary determiners in textbook selection because readability does not guarantee comprehension. Turner (1980) showed that the students lacked the necessary skills for using the textbooks. He correlated this inability and resulting frustration with the students' negative attitudes toward the subject.

Several attempts to reform the social studies were identified by the researchers. SPAN Consultants and Staff (1982a) outlined goals for social studies education as active, enthusiastic, and successful students, democratic schools, a variety of instructional practices, unified goals, professional interaction among educators, and community support.

Cort and Peskiewicz (1978) studied one program that represented an attempt to reform social studies education. The new program was MACOS. Their two year longitudinal study compared MACOS with other conventional social studies programs. They concluded that the MACOS program was interesting to a large number and variety of students and teachers. Cole and

Lacefield (1980) compared two process-oriented curricula, MACOS and HOAG, with conventional social studies curricula. The conclusions demonstrated that more active and self-directed learning and more positive attitudes toward social studies existed in the process-oriented classes. Teachers in the same experimental classrooms were also found to exact more intrinsic motivation from the students.

Haas (1986) explained the NSS as another attempt to reform the social studies curriculum that had been intact since 1916. According to Haas the NSS movement added a social science emphasis and inquiry approach to conventional social studies. Engle (1986) concurred with Haas. Engle believed NSS to be the answer to the problems in social studies education. He saw NSS as a curriculum that introduced excitement and challenge to social studies. Herlihy and Strahan (1984) indicated that the NSS had some impact on social studies education, and suggested more classroom observation and research.

Haas and Lemlech indicated that the back-to-basics movement of the late seventies and early eighties followed the NSS as yet another attempt to reform social studies. Birchell and Taylor (1986) characterized textbooks of the late seventies and early eighties as containing a back-to-basics orientation. They also stated that the textbooks produced during the back-to-basics movement were simplified

in order to increase readability.

Susskind discovered that elementary classroom teachers omitted the subject of social studies from the daily schedule in order to cover the basics of reading and math. Lemlech concluded that the integration of basic skills into the social studies curriculum of the elementary school was not the answer to the problems of students' negative attitudes toward the subject.

CONCLUSIONS

There is a consensus among researchers that a negative attitude exists toward the subject of social studies in the elementary school. A majority of the students find social studies uninteresting, unimportant, and irrelevant.

A harm exists because of the students' negative attitudes. The negative attitudes are affecting learning outcomes in an unsatisfactory manner. An overall decline in knowledge and interest in social studies is supported by research findings. In addition, there is minimal time being spent on social studies instruction in the elementary school. Students are leaving schools without the knowledge, skills, and attitudes necessary for citizenship. Adults, as well as students, do not value social studies.

The research suggests some correlates for the students' negative attitudes toward the subject of social studies in the elementary school. The consensus of researchers is that the teacher is the most significant variable in determining students' attitudes toward social studies. Further research suggests possible traits of the effective social studies teacher. However, there is a lack of conclusive research in this area.

Learner variables are suggested as correlates of students'

negative attitudes. The learners' gender and its correlation to interest in social studies is an area of disagreement. The research is divided as to whether or not gender affects students' interest in social studies.

One team of researchers describes the learner variables of fatalism, self-confidence, and relevance of the subject matter. Their extensive research finds the three learner variables to be highly related to students' attitudes. These experts are pioneers in this area and strongly suggest further research.

Other experts add that the instructional practices in use in the social studies classroom are correlated to the attitudes of students. The researchers agree that the teacher-dominated, content-oriented method of instruction is the most prevalent one. There is also a lack of diversity in instructional practices, evaluative procedures, and motivational techniques in the social studies classroom.

An overwhelming majority of the researchers find textbooks to be the dominant instructional device of the social studies teacher. Studies that critique textbooks are abundant. Textbooks are criticized as being broad in coverage, shallow in depth, and conventional. The authors of textbooks are avoiding critical thinking skills and controversial issues. The processes for the development and selection of textbooks are too complicated and are part of the problem with textbooks'

quality. Researchers agree that students are having difficulty in comprehending and effectively using the textbooks.

Only a few attempts to reform the social studies are identified by the research. Reform attempts include the New Social Studies movement and the back-to-basics movement. The reforms come and go and still the negative attitude remains. Efforts to reform the social studies curriculum do suggest some characteristics which are valuable to educators in their attempts to produce more positive attitudes.

RECOMMENDATIONS

It is recommended that:

1. More research be done in the areas of teacher and learner variables as correlated to students' attitudes.
2. A variety of instructional methods and devices be used in the social studies classroom in the elementary school.
3. Educators demand more interesting and better-developed textbooks.
4. More research be done to analyze the relationship of readability formulas, comprehensibility, and students' attitudes.

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